

# Learning and Support Teams

Best Practice in Schools – Policy and  
Process

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# The Team

The **Core Team** represents key personal across the school community, including;

- Principal or Deputy
- Learning and Support Coordinator
- School Counsellor
- Learning and Support Teacher (s)
- Head Teacher Welfare / Learning & Engagement
- School Learning Support Officer
- Deputy or Stage Coordinators – responsible for year groups

# The Team

The **Community Team** includes anyone who has knowledge about the student or can represent their best interest, including;

- Teachers
- Year advisors
- Parents
- The student
- Speech Pathologist
- Occupational Therapist
- Psychologist
- Learning Links, Suspension centre, Tutors
- HLSO, ACLO
- Regional Support staff.

# Meetings

- Regular (weekly or fortnightly)
- Have appropriate time allocated to discuss students
- Functional - streamlined
- Agenda – minutes taken
- Prioritises the referrals
- Prioritise students based on their needs
- Identifies staff professional learning needs
- Allocates resource based on a suite of support options
- Communicates actions and outcomes to community team
- Evaluates interventions, actions, resources allocated and programs regularly

# Data Collection

Student data is collected from a variety of sources to help build a student profile.

- Assessment
- Functional assessment
- NAPLAN
- Student records, reports, progress, achievements
- Student, teacher & parent interview
- Social and emotional learning tool (SEL)
- Observation & consultation
- Discussion with interagency personnel

# Student Profiles & Plans

Any students who needs an individual adjustment requires a plan that outlines the anticipated outcomes and the strategies and actions that need to be implemented to achieve these. Ensure plans are;

- Strength based
- Inclusive
- Explicit
- Concise
- Relevant /meaningful
- Accurate

# Roles & Responsibilities

Within the team there will be a number of responsibilities, including:

- Team coordination and administration
- Developing, writing and communicating plans
- Conducting observations, assessment, interviews
- Collecting, collating, analysing and representing data
- Liasing with parents, students and agencies
- Supporting staff with team teaching, consultation, modelling
- Making adjustments to the curriculum, instructions, environment, social interactions and emotional regulation
- Documenting adjustments.

# Professional Learning

How are staff professional learning needs across the school identified by the LST?

- Regular or nil referrals to LST for student / class support
- Ongoing behaviour management issues
- Lack of knowledge around legal responsibility & DEC policy
- Lack of understanding around disability, mental health & behaviour issues and their impact on teaching and learning
- New scheme teachers
- Playground issues, hot spots, truancy or high absenteeism rates
- Parent & or student complaints



# LS Policy

Effective LST have a **Policy** that represents the work they do. It should include, but is not limited to;

- Vision Statement
- Aim and Purpose
- The Team members - Roles and Responsibilities
- The referral & priority processes
- Time frame for interventions, assessment, evaluations
- Support options available to staff and students
- Processes around communication of plans, action, strategies and recommendations to staff and parents
- Templates

# Where to?

Many schools across Sydney are in the process of developing their LST and policies. It's important to have a shared vision of what the team will;

- Look like?
- Meet when?
- Work with?
- Share what?
- Develop what?
- When?

# Additional Support?

If you feel your team requires additional support with the development of your team, processes, policy or practises you can speak to your Principal about accessing regional support. This can be provided via;

- ESES Project Officers – Corinne (HS) and Caterina (PS)
- LaST officers – St Peters, Bondi and Miranda teams
- Professional Learning – Frances Smith
- Other???